

Structure of the EKS

Knowledge and Skill Statements:

Broad statements of what students must know and be able to do

- Begin with a learning strand
- Articulate a single unifying context for the student expectations listed
- End with “the student is expected to”
- For example:

(b) Knowledge and skills.

(1) Communication. The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:

Structure of the EKS

Student Expectations

- Relate to the knowledge and skill statement
- Are specific about how students demonstrate their learning
- Always begin with a verb
- For example:

(A) engage in oral and written exchanges of learned material to socialize and to provide and obtain information;

(B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions . . .

Structure of the EKS

Student Expectations

The student is expected to:

- (A) alphabetize a series of words to the first or second letter
action verb *object* *modifier*
- (B) use a dictionary to find words
action verb *object* *modifier*

Action verbs should be both rigorous and measurable by the instructor.

Wording the EKS

Applicants are charged with ensuring that the EKS are:

- **Clear and well-written**
- **Specific**
- **Rigorous**
- **Observable and measurable**
- **Essential**
- **Teachable in the time allotted**
- **Commensurate with the requested credit**

Wording in the EKS

- *and*—must be included
- *among*—include all
- *or*—use one or the other (both not necessary)
- *including*—must include
- *such as*—only examples